



Infant School Curriculum 2021-2022



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Art & Design

Nursery & Reception

Expressive Arts and Design; exploring and using media and materials/being imaginative.

The children respond in various ways to what they see, hear, smell and touch. They are encouraged to express and communicate their ideas, thoughts and feelings through using a range of materials, using imagination and role-play and by designing and making. The children have the opportunity to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form.

Art and Design skills are split into six elements of Art and this follows on throughout the Infant, Junior and Senior schools.

Year 1 & 2

Colour

Year 1

The children can recognise and name both primary and secondary colours. They begin to be able to mix secondary colours independently.

Year 2

The children know the colour wheel and can name complimentary colours. They experiment with different applicators such as spreaders, brushes and paint knives and explore creating different textures looking at how colours can be used for creating mood i.e. hot and cool colours.

Pattern

Year 1

The children use simple shapes to make repeated patterns on paper and fabric. They have the opportunity to make a pattern on a border (by hand or by Information and Communications Technology -ICT). The children begin to recognise patterns in nature, observe and draw the shapes, patterns and textures.

Year 2

The children plan, design and make their own printing block using Styrofoam or using layers. They have the opportunity to use printing ink and block rollers.

Line & Shape

Year 1

The children recognise and name 2D shapes such as circles and use these shapes to draw familiar objects. They are encouraged to draw confidently from their imagination but also to start to take an observational approach to drawing.

Year 2

The children are given the opportunity to make lines using a variety of materials, for example pencils and pastels. They use lines to record shapes, patterns and textures and further develop their observational drawing skills.

Tone

Year 1

The children experiment making dark and light marks with a range of media such as pencils, charcoal and chalk. They begin to look at the effects of light and dark on objects.

Year 2

The children experiment with colour to create different tones. They begin to use proportion particularly for drawing the human form. The children use ghost sketching in drawings and start to annotate sketches and explain their design ideas.

Form & Space

Year 1

The children make simple structures. They learn to use basic tools and techniques safely. The children have the opportunity to experiment with materials such as plasticine, playdough, clay, pipe cleaners etc.

Year 2

The children choose objects and combine them to represent an idea to illustrate they recognise the difference between 2D and 3D forms. They have the opportunity to make shapes from paper and straws. They plan and design their form by sketching; planning the resources needed and using a final plan sheet.

Texture

Year 1

The children compare and contrast different textures and explore objects and surfaces by taking rubbings. They experiment making collages using a variety of materials linked to real life objects. The children have the opportunity to make weavings using paper.

Year 2

The children make simple collages using textured materials. They develop their skills in weaving with both paper and materials and begin to sew using a simple running stitch. The children experiment with clay using different techniques and look at different media for representing texture.

Chinese [for non-native speakers]

Nursery

Develop a sense of the language through Singing Chinese rhymes in the program.

Listening: Understand words, phrases, and formulaic questions that have been frequently practised and memorised, with listen-and-repeat singing support.

Speaking: Able to repeat single words and simple sentences.

Reception

Build a solid foundation of their vocabulary bank.

Listening: Understand words, phrases, and formulaic questions that have been highly practised and memorised with visual support.

Speaking: Able to respond to simple questions with the help of hand gestures and learn to greet people appropriately.

Reading: Can read out five common Chinese characters.

Year 1

Form a simple sentence using frequently used words learnt in Reception, such as colours, numbers, family members, animals and fruits.

Listening: Understand words, phrases, and formulaic questions that have been practised and memorised with less gesture support.

Speaking: Can answer a range of formulaic questions using acquired vocabulary and phrases.

Reading: Can recognise 12 familiar Chinese characters.

Year 2

Enhance understanding of well-known sentence structures.

Listening: Understand words, phrases and formulaic questions that have been practised and memorised.

Speaking: Express themselves in conversations embedded in learnt topics, using highly practised sentence patterns.

Reading: Can recognise 35 Chinese characters and able to read a variety of learnt sentences that are written in bespoke stories.

Writing: Can write 20 memorised Chinese Characters.

Chinese [For native speakers]

Nursery & Reception

Listening: Respond to what they hear in a Chinese story.

Speaking: Are able to offer own ideas for actions that happen in the story, making use of recently introduced vocabulary when appropriate.

Year 1

Listening: Understand a wide range of everyday expressions relating to personal details and needs.

Speaking: Can recall key events in stories, retelling the stories and narrative using learnt words and recently introduced vocabulary.

Reading: Can recognise 100 Chinese characters and able to read out most sentences written in an age-appropriate book.

Year 2

Listening: Can make comments about what they have heard and ask questions to clarify their understanding.

Speaking: Can take part in an everyday conversation and express their own opinions with key phrases.

Reading: Can recognise 150 Chinese characters and able to read out the majority of sentences written in an age-appropriate book.

Writing: Can write 100 well-formed Chinese characters from memory and understand the structure of each Chinese character.

English

Communication & Languages

Nursery

Children listen to others one-to-one or in small groups, when conversation interests them. They listen to stories with increasing attention and recall, joining in with repeated refrains and anticipating key events and phrases in rhymes and stories. They are able to follow directions, maintain attention and concentrate during appropriate activity.

Children listen and respond to ideas expressed by others, in conversation or discussion. They are beginning to understand 'why' and 'how' questions. They can respond to instructions involving a two-part sequence. They show an understanding of prepositions (for example: in, on, by, at, under, over) by carrying out an action or selecting the correct picture.

Children are beginning to use more complex sentences to link their thoughts. They can retell a simple past event, explain what is happening, or anticipate what might happen next. They use talk to connect ideas, recall and relive past experiences. They question why things happen and give explanations. They use intonation, rhythm and phrasing to make the meaning clear to others, using a range of tenses. The vocabulary that they use is focused on objects and people that are of particular importance to them. They build up vocabulary that reflects the breadth of their experiences. They use talk to organise, sequence and clarify thinking, ideas, feelings and events. They introduce a storyline or narrative into their play.

Reception

Children listen to and follow stories, without pictures or props. They accurately anticipate key events and respond to what they have heard with relevant comments, questions or actions. They are able to listen attentively in a range of situations, with sustained concentration. They give their attention to what others say and respond appropriately, even while engaged in another activity.

Children can carry out instructions which contain several parts in a sequence. They can express views about events or characters in the stories and answer questions about why things happened. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Children extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. They use language to imagine and recreate roles and experiences in play situations. Children link statements and stick to a main theme or intention. They recount experiences and imagine possibilities, often connecting ideas.

Children express themselves effectively, showing awareness of listeners' needs, making changes to language and non-verbal features (for example, changing facial expressions, gestures, eye contact, posture or tone of voice). They use past, present and future forms accurately when talking about events that have happened or are going to happen in the future.

Children develop their own narratives (stories) and explanations by connecting ideas or events. They use a range of vocabulary in imaginative ways to add information, express ideas, explain or justify actions and events.

Literacy

Nursery

To encourage early reading skills the children enjoy rhyming and rhythmic activities. They show an awareness of rhyme and alliteration, recognising rhythm in spoken words. Children can continue a rhyming string and can hear and say the initial sound in words.

Children look at books independently, showing an interest in illustrations and print in books and the environment. They recognise familiar words and signs such as their own name and advertising logos. Children hold books the correct way up and turn the pages. They know information can be relayed in the form of print. Children know that print carries meaning and is read from left to right and top to bottom.

Children listen with increasing attention and recall, joining in with stories and poems, one-to-one and also in small groups. They join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Children begin to be aware of the way stories are structured and make suggestions as to how a story might end. They describe main story settings, events and principal characters.

Children sometimes give meaning to marks as they draw, write and paint. They ascribe meanings to marks that they see in different places.

Reception

Children enjoy an increasing range of books. They know that information can be retrieved from books and computers. Children use vocabulary and forms of speech that are increasingly influenced by their experiences of books. They demonstrate an understanding when talking with others about what they have read. Children can describe the main events in simple stories that they have read.

Children can segment the sounds in simple words and blend them together, knowing which letters represent some of them. They link sounds to letters, naming and sounding the letters of the alphabet. Children read and understand words and simple sentences.

Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words (such as: I, the, you, go, we, of, etc.). They use their phonic knowledge to decode regular words and read them aloud accurately. Children use phonic (awareness of sounds), semantic (meaning) and syntactic (structure) knowledge to understand unfamiliar vocabulary.

Children begin to break the flow of speech into words, hearing and saying the initial sound in words. They can segment the sounds in simple words and blend them together. Children link sounds to letters, naming and sounding the letters of the alphabet. They use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Children write their own name and other things such as labels and captions. They attempt to write short sentences in meaningful contexts. Children also write some irregular common words and can continue writing a rhyming string.

Children write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible (i.e. They may not be spelt accurately but they use the correct sounds, for example, hows or teechr). Children can spell phonetically regular words of more than one syllable as well as many irregular, but high frequency words. They use key features of narrative in their own writing.

Year 1

Speaking and Listening

Children will develop their speaking and listening skills by:

- Listening and responding appropriately to adults and their peers
- Asking relevant questions to extend their understanding and knowledge
- Maintaining attention and participate actively in conversations
- Speaking audibly and fluently with an increasing command of Standard English.

Reading

Children will learn to increase their fluency and expression when reading a range of fiction and non-fiction texts. They will develop their reading skills across two areas: word reading (learning to read new words) and comprehension (understanding what they have read).

Word Reading

Children will learn to read new words by:

- Sounding out unknown words using the phonic sounds they have learnt
- Increasing the number of high frequency words they can read on sight (without sounding out)
- Reading words containing suffixes such as -ed, -ing -s, -es
- Reading words with contractions, for example; I'm, I'll, we'll
- Reading a range of fiction and non-fiction texts with fluency and expression.

Comprehension

Children will continue to develop pleasure and motivation in reading. They will learn the meaning of new words and understand a range of texts by:

- Listening to and discussing a wide range of poems, stories and non-fiction texts at a level beyond that which they can read independently
- Linking reading with their own experiences
- Becoming very familiar with fairy stories and traditional tales and being able to retell these stories as well as discussing their particular characteristics
- Learning to appreciate rhymes and poems and reciting some poems by heart
- Using what they know already about the meaning of words to predict the meaning of new words
- Correcting themselves when reading and checking that what they are reading makes sense to them
- Discussing the significance of the title and events in a text
- Predicting what might happen next in a text
- Participating in discussions about texts and explaining clearly their understanding of what they have read.

Writing

Children will develop the skills necessary to become effective writers in four key areas:

1. Spelling.

Children will continue to learn to spell:

- phonic sounds
- high frequency words
- the days of the week
- name the letters of the alphabet
- words which end in -s or -es for plurals (for example; birds, fishes)
- words beginning with the prefix -un (for example; unhappy, unhelpful, undone)

- words ending with the suffix -ing, -ed, -er and -est (for example; helping, helped, helper, quicker, quickest).

2. Handwriting.

Children will continue to join their handwriting using the continuous cursive font. They will:

- sit correctly at a table, holding a pencil comfortably and correctly using the tripod grip
- form lower case letters in the correct direction, starting and finishing in the correct place
- form capital letters
- form digits 0-9
- leave spaces between words.

3. Composition.

Children will learn to write sentences by:

- saying out loud what they want to write
- sequencing sentences to write short narratives
- re-reading what they have written to check it makes sense
- reading their work aloud and discussing what they have written.

4. Vocabulary, Grammar and Punctuation.

Children will develop their ability to write in grammatically accurate sentences. They will:

- link their ideas and sentences together using "and"
- punctuate sentences using capital letters, full stops, question marks and exclamation marks.

Year 2

Speaking and Listening

Children will develop their speaking and listening skills by:

- using relevant strategies to build their vocabulary
- articulating and justifying answers, arguments and opinions
- maintaining attention and participate actively in conversations, staying on topic and initiating and responding to comments
- considering and evaluating different viewpoints, attending to and building on the contributions of others

Reading

Children will learn to increase their fluency and expression when reading a range of fiction and non-fiction texts. They will develop their reading skills across two areas: word reading(learning to read new words) and comprehension(understanding what they have read).

Word Reading

Children will learn to read new words by:

- continuing to apply their phonic knowledge and skills until automatic decoding of new words is embedded and reading becomes fluent
- reading most words quickly and accurately, without overt sounding and blending.

Comprehension

Children will continue to develop pleasure and motivation in reading. They will learn the meaning of new words and understand a range of texts by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meaning of words, linking new meanings to known vocabulary
- checking the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- explaining and discussing their understanding

Writing

Children will develop the skills necessary to become effective writers in four key areas:

1. Spelling

Children will continue to learn to spell by:

- sounding out unknown words using phonic skills and knowledge
- learning new ways of spelling words with similar sounds, e.g. homophones such as “where” and “wear”
- learning to spell high frequency, common exception words (for example; again, beautiful, because)•adding suffixes to longer words including –ment, -ness, -ful, -less, -ly (for example; experiment, happiness, wonderful, listless, sadly)

2. Handwriting

Children will continue to join their handwriting using the continuous cursive font (see Year 1 information above). They will:

- form lower case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another
- use accurate spacing between words.

3. Composition

Children will develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- planning or saying out loud what they are going to write about
- writing down ideas and key words, including new vocabulary
- encapsulating what they are going to say, sentence by sentence.
- evaluating their writing
- re-reading to check their writing makes sense
- proof reading to check for errors in spelling, grammar and punctuation.

4. Vocabulary, Grammar and Punctuation

Children will develop their ability to write in grammatically accurate sentences. They will:

- learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes
- learn to write different types of sentences such as statements, questions, exclamations and commands
- use the past and present tense correctly
- use subordination (when, if, that, because) and coordination (or, and, but).

Geography

Nursery & Reception

Understanding the World (The World)

Children investigate the similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of their familiar world, explain why some things occur, and talk about changes.

Year 1 & 2

Investigating Places

Simple fieldwork and observational skills are used to study the geography of the school grounds and the local area. The children can compare and contrast Singapore with other countries in the world, including the countries, capitals and surrounding seas of the United Kingdom. The children use world maps, atlases, globes and aerial photographs to recognise landmarks and basic human and physical features of the world's continents and oceans.

Communicating Geographically

The children use basic geographical vocabulary to refer to and describe key physical and human features of locations. They can devise maps with symbols in a key, use simple grid references and follow compass directions.

Investigating Patterns

The children understand geographical and climatic similarities and differences between Singapore and other countries around the world.

History

Nursery & Reception

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They understand that other children don't always enjoy the same things, and are sensitive to this. They can talk about similarities and differences between themselves and others and among families, communities and traditions.

Year 1 & 2

Investigate and Interpret the Past

The children observe or handle evidence, artefacts, pictures, stories, online sources and databases to find out about, and interpret, the past. They ask questions and identify some of the different ways the past has been represented.

Build an Overview of World History

The children describe historical events and significant people from the past. They recognise that there are reasons why people in the past acted as they did. Recognising how technology has changed over time is also a focus.

Understand Chronology

The children recount changes that have occurred in their own lives. They experience placing events and artefacts in order on a time line, as well as labelling the timelines with words, phrases and dates.

Communicate Historically

The children use words and phrases to describe the passing of time. They show an understanding of Singapore as a nation and the history of the country. Concepts such as civilization, monarchy, parliament, democracy, war and peace are explored.

Information Technology

Nursery & Reception

Identifying the many uses of technology in their everyday lives.

Children use programmable toys and toys which move and make sounds. Children explore and play with technology; using it inside role play areas in the classroom is valuable. This kind of play gives children an opportunity to use Information Technology (IT) in the context of the real world. Some ways children can explore technology outside the classroom:

- Allow your child to push the buttons and speak into an intercom
- Use the buttons and waiting for the walk symbol at a crossing
- Look at how the scanners work at the supermarket
- Draw their attention to microwave ovens, electronic scales and doorbells
- Know that with adult support and supervision, we can use the internet to find out information.

Year 1 & 2

The following concepts are taught across Year 1 and Year 2, using different digital tools such as iPad apps, robots and software to develop each skill.

Digital Literacy

Online Safety: Children are aware of the main risks associated with the internet, and recognise that they should not share certain types of personal information online. Children are given strategies to support their use of the internet, they are encouraged to talk to teachers and parents about concerns.

Recognise common uses of technology: Children gain an understanding of the technology that surrounds them, such as digital alarm clocks, microwave ovens, traffic light systems, GPS tracking systems and robots.

Computer Science

Understanding and using Algorithms: Children learn that an algorithm is a precise set of instructions. They distinguish between instructions appropriate for humans and instructions needed for technology such as robots to work.

Logical Thinking: Through challenges and problem-solving children evaluate the effectiveness of the instructions given to a robot.

Debugging: Children make changes to a set of instructions so the program on a robot is more effective.

Information Technology

Creating digital content: Children develop skills such as typing, changing font size and colour and page layouts, editing photos and recording video.

Organising digital content: Children bring together images and text to complete a project.

Storing digital content: Children begin to recognise where a file is saved on a computer or tablet. They begin to distinguish between the hard disk inside the computer itself, the school's network server, USB disks or memory cards, and online storage via the internet, such as Google Drive.

Manipulating digital content: Children use one or more pieces of software, such as word-processors, presentation software, or image, audio or video editing packages to complete a project. Children also make changes to the digital content, which might include combining music, voice and images.

Retrieving digital content: Children learn how to retrieve content they have created on a computer. They learn the importance of naming a file and remembering where you stored it. Children also learn how to navigate the menu system to find programs and apps.

Library Curriculum

All year groups learn the Plan-Do-Review model, whereby children are taught the fundamentals of information literacy.

Reception

In Reception children are very much encouraged to enjoy the aesthetics of books and the library experience, and this is incorporated into all lessons. Children learn to identify key authors and develop a better understanding of the role of author and illustrator. The basics of book design are taught (title, authors name, page numbers) along with a basic understanding of genres.

Year 1

Library literature lessons focus on different international authors throughout the year –often linking directly to the topics children are learning in class. Diversity in literature is celebrated, and children are encouraged to expand their borrowing interests. Children are introduced to literature in other formats, namely eBooks and audiobooks.

Year 2

Children explore non-fiction texts in depth. Building on knowledge from previous years, children look at key features of non-fiction texts (diagrams, page numbers, glossary, contents, index) and key differences between the Dewey numbers from 000-999. Children learn to search for books electronically through the online library OPAC system.

Mathematics

Nursery

Number

Children will be using number names and language spontaneously and accurately in their play, showing curiosity about numbers and asking questions. The children will learn how to recite numbers to 10 in order and match them to quantities. They will compare groups of objects, showing an interest in number problems and solving them. The children will recognise numerals 1 to 9 and learn to select the correct numeral to represent 1 to 10 objects. The children will begin to count beyond 10 confidently.

Shape and Space

The children will begin to use the mathematical names for 2D and 3D shapes as they play, using them appropriately to make pictures, structures and patterns. The children will show an awareness of the shapes in the environment. The children will begin to be able to order two or three items by length, height, weight or capacity. They will use everyday language related to time and money, measuring short periods of time in simple ways.

Reception

Number

Children will be counting reliably with numbers from 1 to 20, placing them in order and saying which number is one more or one less than a given number. Using quantities and objects, they will be able to add and subtract two single-digit numbers and count on or back to find the answer. They will be solving problems, including doubling, halving and sharing. The children will be able to represent numbers on paper and record using marks they can interpret.

Shape, Space and Measure

Children will be using everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They will be able to recognise, create and describe patterns. They will be able to explore characteristics of everyday objects and shapes and describe them using the mathematical language of 'faces' 'sides' and 'edges' and 'corners'. The children will use positional language to describe where they are.

Year 1

Number and Place Value

The children will be able to count, read and write to 100 and beyond, and forwards and backwards from any given number. They will counting in multiples of twos, fives and tens. From a given a number, the children will be able to identify one more and one less to 100. Children will be able to read and write numbers from 1 to 20 in words e.g. one, two etc.

Addition and Subtraction

The children will be able to read and write calculations involving addition (+), subtraction (-) and equals (=) signs. They will be representing and using number bonds and related subtraction facts within 20 e.g. $17+3=20$ so $20-3=17$. The children will be able to add and subtract one-digit and two-digit numbers to 20, including zero and solve missing number problems such as $7 = _ +$

2. Multiplication and Division–The children will be solving problems involving multiplication and

division, by calculating the answer using objects or pictorial methods. For example, 'there are 3 pairs of shoes. How many feet would you need to fill them?'

Fractions

The children will be able to recognise, find and name a half as one of two equal parts of an object, shape or quantity. They will recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Properties of Shape

The children will be able to recognise and name common 2D and 3D shapes such as square, triangle, rectangle, circle, pentagon, hexagon, octagon, cube, cuboid, sphere, cone, cylinder and prism. The children will have extended their mathematical language to describe the properties of 2D and 3D shapes.

Data

The children will be able to interpret and construct simple pictograms, tally charts, block diagrams and tables.

Measures

The children will be confidently and accurately comparing, describing and solving practical problems for:

- lengths and heights
- mass/weight
- capacity and volume
- time.
- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds).

They will be able to measure and begin to record using non-standard and standard units: The children will be able to recognise and understand the value of different denominations of coins and notes. They will sequence events in chronological order using the appropriate language and recognise and use the language relating to dates, including days of the week, weeks, months and years. The children will be able to tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Position and Movement

The children will be able to describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Year 2

Number and Place Value

The children will be counting in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. They will be able to recognise the place value of each digit in a two-digit number (tens, ones), compare and order numbers from 0 up to 100 and use $<$, $>$ and $=$ signs. The children will be able to read and write numbers to at least 100 in numerals and in words.

Addition and Subtraction

The children will be solving problems with addition and subtraction using objects and pictorial representations, including those involving numbers, quantities and measures. They will be able to

apply their increasing knowledge of mental and written methods of problem solving and recall and use addition and subtraction facts to 20 fluently; deriving and using related facts up to 100. They will be adding and subtracting numbers using objects, pictorial representations, and mentally, including:

- A two-digit number and ones
- A two-digit number and tens
- Two two-digit numbers
- Adding three one-digit numbers.

The children will be able to show that addition of two numbers can be done in any order and subtraction of one number from another cannot. They will confidently recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

The children will be able to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. They will be able to calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. They will show their understanding that multiplication of two numbers can be done in any order and division of one number by another cannot. The children will accurately solve problems involving multiplication and division, using objects, arrays, repeated addition, mental methods, and multiplication and division facts.

Fractions

The children will be able to recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, and set of objects or quantity. They will be writing simple fractions, for example, $\frac{1}{2}$ of 6 = 3, and recognising the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Properties of Shape–The children will be able to identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. They will be accurately identifying and describing the properties of 3-D shapes using language such as ‘edges’, ‘vertices’ and ‘faces’. The children will be able to identify 2-D shapes on the surface of 3-D shapes linked to forming nets. They will be able to compare and sort common 2-D and 3-D shapes and everyday objects.

Data

The children will be able to interpret and construct simple pictograms, tally charts, block diagrams and simple tables. They will confidently ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Measures

The children will be able to choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels:

- length/height (m/cm)
- mass (kg/g)
- temperature ($^{\circ}\text{C}$)
- capacity (litres/ml).

They will be able to compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$. The children will be competent at recognising and using symbols for pounds (£) and pence (p), combining amounts to make a particular value, finding different combinations of coins that equal the same amounts of money and calculating change. They will be able to compare and sequence intervals of time, tell and write the time to five minutes, including quarter past/to the hour, and draw the hands on a clock face to show these times. They will know the number of minutes in an hour and the number of hours in a day.

Position and Movement

The children will be able to use mathematical vocabulary to describe position, direction and movement, including movement in a straight line. They will be able to distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

PE

The PE Curriculum should provide opportunities for pupils to become physically confident in a way which supports their health, fitness and learning.

Nursery and Reception

Pupils will develop gross movement skills (larger movements made with arms, legs, feet, or entire body) to become increasingly competent and confident, able to access a broad range of opportunities to extend their agility, balance, coordination and strength. Pupils will learn to:

- Master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Perform aesthetic movements (such as in dance or gymnastics), using simple movement patterns, demonstrating increasing agility, coordination and control.
- Manipulate a variety of equipment with increasing control and accuracy, for example, by rolling, trapping, throwing, catching, striking or kicking.
- Participate in simple group games, developing simple tactics for attacking and defending.
- Develop water confidence and the ability to move through the water with increasing efficiency and improving stroke technique.
- Maintain physical activity for sustained periods of time.
- Have increasing awareness of the effect of physical activity on the body.

Year 1 & 2

Pupils will further develop gross movement skills to become increasingly competent and able to access a broad range of opportunities to extend their agility, balance, coordination and strength, both individually and with others. Pupils will learn to:

- Further develop movement patterns such as running, jumping, throwing, catching and striking. Improve balance, agility and co-ordination, and begin to apply these skills in a range of physical activities.
- Perform aesthetic movements (such as in dance or gymnastics), using increasingly complex movement patterns /routines, (which may include skills such as; forward rolls, handstands and cartwheels). Demonstrate increasing agility, coordination and control, whilst working in unison with partners or in small groups, to display sequential and coordinated movement.
- Utilise a variety of equipment with increasing control and accuracy, for example, by throwing, catching, striking or kicking and start to use these in game situations.
- Learn to participate in simple team games, developing simple tactics for attacking and defending. Begin to appreciate fair play and turn-taking in game situations.
- Further develop water confidence and the ability to move through the water with increasing efficiency whilst improving stroke technique in freestyle, backstroke and breaststroke.
- Learn to safely jump into deep water and to demonstrate treading water and a variety of floating techniques.
- Maintain physical activity for sustained periods of time up to 1 hour.
- Have increasing awareness of the effect of physical activity on the body and to be able to evaluate their own and others' performances.
- Develop confidence and competence to excel in a broad range of physical activities.
- Have opportunities to compete in sport and other activities which build character and help to embed values such as fairness and respect and good sportsmanship.

PSCHE

Nursery & Reception

The pastoral side of the curriculum flows through the learning journey through age-related milestones that culminate in specific Early Learning Goals (ELGs). At such a crucial development stage for children, the overlap between these broad aspects reflect the way children begin by developing their sense of self and then explore their growing knowledge of the world around them.

Health and Self-Care

Children know the importance of physical exercise and a healthy diet for good health, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Self Confidence and Self Awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making Relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Year 1 & 2

As the children progress, they begin to learn more about themselves as developing individuals and as members of their community, building on their own experiences from the Early Learning Goals in Nursery and Reception. In Year 1 and 2, PSHE is delivered both explicitly and discretely through four core themes including; Health and Wellbeing, Relationships, Living in the Wider World and Developing as a Lifelong Learner. Within these themes, children focus on key areas which demonstrate continuous progression.

Health and Wellbeing

We use the 5 Ways to Wellbeing to encourage children to take good care of their own and others health and wellbeing. They are:

- Take Notice
- Keep Learning
- Be Active
- Give
- Connect

The children begin to understand the need for a balanced lifestyle to be healthy and safe. They learn the benefits of physical activity and healthy eating, partake in guided aspects of mindfulness activities

and begin to develop an awareness of the differences and similarities between boys and girls. The children progress onto understanding how to make personal choices and how these choices can have a positive and negative consequence on health and wellbeing through class discussions in circle time. Class teachers will also lead sensitive discussions on key lessons that relate to stranger awareness, appropriate interactions, understanding parts of your body that are private and digital safety.

Relationships

Within this theme, children begin to understand how to form relationships with themselves and others. They learn to verbalise their thoughts and feelings, share opinions and develop an awareness of what is 'fair' and 'unfair'. The children then develop these skills further by learning how to maintain positive relationships with others by cooperating and respecting the opinions of their peers. They participate in discussions and debates on social and moral dilemmas and understand how their actions may affect others around them.

Living in the Wider World

This theme focuses on developing children into a Tanglin citizen. As they enter Year 1, children understand and implement the 'Class Promise' and are given responsibilities both in and out of class, for example as Green Team members, Tech Leaders and Student Councillors. The children understand the roles of adults around them and in the community and develop an awareness that people have jobs to earn money in the world. As they progress through the Key Stage, the children develop a deeper understanding of the importance of sustainability from a personal perspective, such as how they can earn and save money and invest this for their future, whilst also developing the important realisation that they themselves are becoming global citizens and therefore their actions also effect the world at large.

Developing as a Lifelong Learner

This theme focuses on reflecting as a learner and we encourage the children to develop the Tanglin Learner Profile attributes, represented by owls in Year 2 and teddies in Year 1. They begin to understand and verbalise what they think they are good at and how they would like to get better at other areas. The children develop skills in setting their own goals and discuss how they can apply themselves in new and different situations. At its core, this strand utilises the Reflective learner profile attribute, slowly enabling children to reflect more deeply on their learning and life, taking responsibility for their own growth.

Science

Nursery & Reception

Understanding the world

The children can talk about similarities and differences in relation to places, objects, materials and living things. The children talk about their own immediate environment and how environments might vary from one another. The children look at animals and plants and explain why some things occur, and talk about changes.

Year 1

Plants

The children know some everyday plants and trees. They understand the structure of a plant or tree e.g. roots, stem, leaves, flower.

Animals including humans

The children know some animals which include types of fish, amphibians, reptiles, birds and mammals. They can name animals that are carnivores, herbivores and omnivores. The children can tell the differences between animal types e.g. how a Sumatran Tiger is different from a Whale Shark. The children know the basic parts of the human body and say which part of the body is associated with each sense.

Everyday materials

The children can tell the difference between an object and the material from which it is made. They know about a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. They can describe everyday materials using words such as shiny, hard, soft, flexible etc. The children can sort materials according to their properties.

Seasonal changes

The children know that the weather changes across the four seasons. They can describe the weather associated with each season and how day length varies.

Year 2

Living things and their habitats

The children can talk about whether something is living, dead or had never been alive. The children know that most living things live in habitats to which they are suited and can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. The children can identify and name a variety of plants and animals in their habitats, including microhabitats. The children are able to talk about simple food chains.

Plants

The children can describe how seeds and bulbs grow into mature plants. The children understand the necessary conditions required for growing plants.

Animals, including humans

The children notice that animals, including humans, have offspring which grow into adults. The children find out about the basic needs of animals, including humans, for survival (water, food and air). The children understand healthy living –exercise, food and hygiene.

Uses of everyday materials

The children identify and compare the suitability of everyday materials for particular uses. The children find out how some materials can be changed by squashing, bending, twisting and stretching.